

Behaviour Policy & Statement of Behaviour Principles



Lealands
High School

Behaviour Policy &
Statement of Behaviour
Principles

Lealands High School

November 2025

Contents

1.	Aims	3
2	Legislation and statutory requirements	4
3.	Definitions	4
4	Bullying	4
5.	Roles and responsibilities	5
6.	Student Code of Conduct	7
7.	Rewards and sanctions	7
8.	Behaviour management	10
9.	The Behaviour Curriculum	16
10.	Training	17
11.	Monitoring arrangements	17
12.	Links with other policies	17
	Appendix A: Written statement of behaviour principles	19
	Appendix B: The Climb	20
	Appendix C: Lealands Values	21
	Appendix D: Behaviour Ladder	22
	Appendix E: Student Classroom Code of Conduct	23
	Appendix F: Summary of behaviour procedures	24
	Appendix G: Consistency Booklet	25
	Appendix H: Using Reasonable Force, Physical Restraint, Searching Students and Physical Contact	36

1. Aims

Lealands High School policies are designed to support the school ethos, aims and vision. Lealands is a positive learning community which is fully inclusive to ensure equality of opportunity for all.

Our aims are outlined in our Home School Agreement.

Our aims:

Excellence in everything we do	Everyone has responsibility	Respect for all
<ul style="list-style-type: none">Everyone achieves success and makes excellent progress	<ul style="list-style-type: none">To prepare young people for life and a positive future	<ul style="list-style-type: none">Everyone is valued for their contribution
<ul style="list-style-type: none">We all continually improve what we do and work hard	<ul style="list-style-type: none">To ensure that school is a safe place	<ul style="list-style-type: none">All are cared for and supported so that needs are met
<ul style="list-style-type: none">We care about being the best we can be and getting the best out of those around us	<ul style="list-style-type: none">To help and support others to grow and succeed	<ul style="list-style-type: none">We recognise and celebrate the talents, gifts and uniqueness of every individual

In order to achieve these aims students, parents and the school need to work in partnership.

Vision:

Everyone **achieves excellence**, demonstrates **respect** for all and takes **responsibility** for their own actions, while helping others to be successful.

We strive to achieve this vision in all that we do and staff, students, parents, governors, other school stakeholders and partners are all an important part of making this happen.

The behaviour policy aims to:

- Provide a consistent approach to behaviour management;
- Define what we consider to be unacceptable behaviour, including bullying;
- Outline how students are expected to behave;
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management;
- Outline our system of rewards and sanctions.

This policy outlines the underlying principles, aims, nature, organisation and management of student behaviour at Lealands High School. It is a working document designed to enhance the development of positive relationships between students, adults working in the school, parents and other members of the wider school community.

The policy is the result of consultation with students, parents and governors, staff discussion, auditing of behaviour and training. It reflects current practice within the school. The fair and consistent implementation of this policy is the responsibility of all staff.

We believe that in order to enable effective teaching and learning to take place, a high standard of behaviour, in a safe and secure environment, is necessary in all aspects of school life and that this standard of behaviour is clearly understood and valued by all members of the school community. Such a community will have consideration and respect for individuals and property and will share values which are just, fair and humane and enable all students to develop a sense of responsibility for their own behaviour and towards others and the community. Our approach is a positive one which emphasises the benefits for the whole school offered by shared values and responsibilities.

We believe that students and adults should feel that they belong to a community where they feel secure and valued. For this reason, our procedures for dealing with poor behaviour have a restorative aim, but also a clear message that our expectations should be met.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools February 2024
- Searching, screening and confiscation July 2022
- The Equality Act 2010
- School Suspensions and permanent exclusions August 2024
- Use of reasonable force in schools July 2013
- Supporting students with medical conditions at school December 2015

It is also based on the special educational needs and disability (SEND) code of practice January 2015

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online.

3. Definitions

Misbehaviour is defined as:

- disruption in lessons, in corridors between lessons, and at break and lunchtimes;
- non-completion of classwork or homework;
- poor attitude;
- incorrect uniform.

Serious misbehaviour is defined as:

- repeated breaches of the school rules;
- any form of bullying ;
- sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation;
- vandalism;
- theft;
- fighting;
- smoking / vaping;
- racist, sexist, homophobic or discriminatory behaviour;
- possession of any prohibited items. These are:
 - knives or weapons
 - alcohol
 - illegal drugs or drug paraphernalia
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article a staff member reasonably suspects has been, or could be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student). This includes compasses, scissors and metal pronged combs.

4. Bullying

A definition of Bullying:

"A deliberate, persistent act or actions, physical or mental, intended to hurt, threaten, frighten, humiliate or intimidate an individual or group of people."

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our separate Anti-bullying policy.

5. Roles and responsibilities

5.1 The Governing Body

The purpose of the school's behaviour policy is to fulfil the Governors' duty of care to students and employees; to promote teaching and learning and high standards of attainment.

The Governors wish to promote an environment which aims to eliminate all forms of discrimination, harassment and bullying and promotes the welfare of students and staff.

The Governing Body believes that in order to enable effective teaching and learning to take place, high standards of behaviour in all aspects of school life is necessary. It seeks to create a caring learning environment in the school by promoting high standards of behaviour:

- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the school's policy and associated procedures.

The Governors consider that rewards exist to encourage good behaviour, enable students to understand the balance between rights and responsibilities and increase personal responsibility for their behaviour. Although many of our sanctions are restorative, they also need to demonstrate that misbehaviour is not acceptable, express the disapproval of the school community and are intended to have a deterrent effect. They should be applied lawfully, reasonably and proportionately.

The Governors recognise that the application of rewards and sanctions must have regard to the individual situation and the individual student, and the Headteacher and senior staff are expected to use their discretion where appropriate. In any situation, where facts are in dispute, the Governors have determined that the standard of proof used by both the Headteacher and themselves will be that of the balance of probabilities.

The Governing Body will:

- establish in consultation with the Headteacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review;
- ensure that the policy is communicated to students and parents/carers, is non-discriminatory and the expectations are clear;
- with appropriate notice, make themselves available for disciplinary committees and, where necessary, reintegration meetings after suspensions;
- support the school in maintaining high standards of behaviour of students and staff.

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix A).

The Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher will:

- work with all members of the school community to ensure high standards of behaviour at all times;
- be responsible for the implementation and day-to-day management of the policy, guidelines and procedures;
- make clear the school's statutory power to discipline students;
- ensure the school community is consulted about the principles of the school behaviour policy;
- enforce the school behaviour policy – including rules and disciplinary measures;
- expect students to respect the rights of other students and adults in the school;
- ensure the school behaviour policy does not discriminate against any student on grounds of race, disability, gender or sexual orientation and that it promotes good relations between different communities;
- not tolerate violence, threatening behaviour or abuse by students or parents;
- take firm action against students who harass or denigrate teachers or other school staff on or off premises – engaging external support services, including the police, as appropriate;
- ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies;
- support, praise and reward students for positive behaviour;
- apply sanctions fairly, consistently, proportionately and reasonably - taking account of SEND, disability and the needs of vulnerable children, offering support as appropriate;

- make alternative provision from day six for fixed-period excluded students, and where appropriate to arrange reintegration interviews for parents at the end of a fixed-period suspension;
- take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying;
- ensure staff model high standards of behaviour and never denigrate students or colleagues;
- promote positive behaviour through active development of students' social, emotional and behavioural skills;
- keep parents informed of their child's behaviour, good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities;
- work with other agencies to promote community cohesion and safety;
- establish and communicate clear measures to support high standards;
- expect students' and parents' cooperation in maintaining an orderly climate for learning.

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body giving due consideration to the school's statement of behaviour principles (appendix A). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff, including support staff, will:

- Model positive behaviour;
- Record behaviour incidents;
- be able to contribute to the development of the school behaviour policy;
- challenge inappropriate/unacceptable behaviour and inform tutors/subject leaders /pastoral staff and senior staff accordingly;
- support, praise and reward students' good behaviour;
- apply sanctions fairly, consistently, proportionately and reasonably - taking account of SEND, disability and the needs of vulnerable children, and offering support as appropriate;
- work closely with parents and carers to maintain high standards of behaviour;
- ensure that students are emotionally and physically safe in school;
- make explicit, in a constructive and positive way, what behaviour is expected of students and what is unacceptable;
- provide students with a good role model;
- ensure that the concerns of students are listened to and appropriately addressed;
- keep parents informed of their child's behaviour, using appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities;
- have a key role in advising the senior staff on the effectiveness of the policy and procedures.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the school promptly;

- respect the school's behaviour policy and the disciplinary authority of school staff;
- take responsibility for the behaviour of their child both inside and outside the school;
- ensure that their child attends school and arrives on time;
- ensure that their child wears appropriate school uniform and has the correct equipment for lessons;
- contact the school promptly if their child is absent or late;
- help ensure that their child follows reasonable instructions by school staff and adheres to school rules;
- support the school if sanctions are applied to their child for inappropriate or unacceptable behaviour, in line with the behaviour policy;
- inform the school if they feel their child is being bullied so that it can be investigated / resolved as necessary in a timely manner;
- be prepared to work with the school to support their child in displaying positive behaviour;
- attend meetings with the Headteacher or other school staff, if requested, to discuss their child's behaviour and establish a meaningful way forward;
- if their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of suspension and, if invited, to attend a reintegration interview with the school at the end of a fixed period suspension.

6. Student Code of conduct

The staff have, with involvement of the students, established a code of conduct and a behaviour ladder that clearly define the high standard of behaviour and the positive ethos that we expect in school as well as the consequences for not following the rules.

The behaviour ladder and school values are displayed in the school and referred to by all staff as acceptable and unacceptable behaviours are observed. Assemblies and tutor time are used to frequently revisit the rules. The Behaviour Curriculum is taught to all year groups at the beginning of the year and revisited during the year to ensure that all students understand the expectations of the school in relation to behaviour and conduct and know how to adhere to these expectations.

Students are expected to:

- Behave in an orderly and self-controlled way;
- Treat others in the classroom with respect, giving them the courtesy and consideration that they would want to receive from others;
- Respect the rights of other students to learn and achieve their best;
- Try their best to achieve during lessons, completing work to the best of their ability;
- Move in an orderly manner around the school;
- Treat the school buildings and school property with respect;
- Wear the correct uniform at all times;
- Accept sanctions when given;
- Refrain from behaving in a way that brings the school into disrepute, including when outside school;
- Arrive on time for the lessons;
- Ensure they are fully equipped for every lesson;
- Follow the instructions given by the teacher, first time of asking.

7. Rewards and sanctions

Sanctions

All teachers and other staff in charge of students have the power to discipline. The Headteacher limits the power to apply particular sanctions to certain staff. The school has a statutory power to regulate the behaviour of students when off school premises and not supervised by school staff. This includes behaviour on activities arranged by the school, such as educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing school uniform in a public place. The latter would be related to incidents such as bullying of another child, insulting a member of staff or member of the public or behaving in a way that would harm the reputation of the school.

All staff need to be aware of authorisation levels and should be clear about those sanctions they can apply and those which may only be applied by more senior staff. Temporary staff, trainee teachers and volunteers (providing, for example, help with educational visits or mentoring support) will be informed of the levels of sanctions they can apply.

Sanctions and consequences are needed to respond to unacceptable behaviour and to act as a deterrent. School staff will spend time explaining to individual students why any sanction is being applied and what changes in behaviour are required to avoid future sanctions. In such a way, students can move forward positively in the spirit of reconciliation. All teachers and teaching assistants have the right to impose reasonable sanctions other than suspension. Decisions over suspensions will only be made by the Headteacher and Deputy Headteacher. The use of sanctions should be characterised by two features:

- it must be clear why the sanction is being applied;
- sanctions should, whenever possible, be restorative in order to have the purpose of modifying behaviour rather than simply being punitive. Exceptions to this rule relate to persistent breaches of school rules, defiance and physical or verbal abuse to students or staff;
- it must be made clear what changes in behaviour are required to avoid future punishments.

The following sanctions are used by the school and their use is characterised by both flexibility and consistency:

The following sanctions are used by the school:

- expressions of disapproval;
- apologising to others personally;
- restorative practice conversation or conference;
- withdrawal of privileges;
- letter or phone call to parents/carers;
- meeting with parents/carer;
- referral to Tutor, Subject Leader, Pastoral Support Manager, Head of Year, Assistant Headteacher, Deputy Headteacher or Headteacher depending on the nature and severity of the misbehaviour;
- removal of break time or lunchtime privileges;
- learning conversations (detentions) – break/lunch or after school;
- community service – either during or after school sessions;
- letter of apology;
- target cards and pastoral support plans;
- subject reports;
- time in the reflection room;
- internal exclusions as an alternative to suspensions in certain cases;
- respite in other schools;
- suspension or permanent exclusions.

This is not an exhaustive list and particular sanctions are not necessarily attached directly to a particular misdemeanour as any sanction imposed will depend on the individual circumstance or situation.

The aim of sanctions is to discourage inappropriate actions and behaviours reoccurring. Good behaviour management is built on trust and respect. Where this trust is broken due to a student's actions they should be encouraged to apologise and put right any damage caused. The aim of this is to repair relationships, avoid labelling the child, help them to make good choices and meet our high expectations positively. All students should be encouraged to 'put it right' and move on positively as quickly as possible. Any sanction should be implemented as soon after the incident as practical.

If a student does not respond to a number of reasonable strategies and does not comply with reasonable expectations, or indeed if a student is involved in a serious incident, the Headteacher may ask the Governing Body to permanently exclude the student concerned. The school considers permanent exclusion only as a very last resort. Permanent exclusion is only considered for serious breaches of the schools behaviour policy or when all other options have been exhausted.

The school will use disciplinary sanctions to regulate the behaviour of students off site when they are not under the lawful control of a member of the school staff if necessary. The school expects students to behave in a positive way at these times.

Suspensions are monitored termly according to age, disability, learning needs and ethnicity.

A detailed analysis of behaviour and sanctions applied are produced in the Headteacher's termly summary report to governors.

Rewards

A positive and encouraging school ethos is central to the promotion of good behaviour. Rewards are one means of achieving this. Integral to the system of rewards is an emphasis on praise, both formal and informal, to individuals and groups. Our current rewards system includes:

- verbal praise, either personal or public, is the most frequent reward given;
- parents are told of their child's positive behaviour through informal conversation, Epraise Step points and parents evenings;
- step points on Epraise for good work and academic achievement - teachers are expected to give at least two step points in every lesson;
- subject specific rewards;
- corridor/plasma displays to celebrate excellent effort and achievement;
- collective or individual praise in assemblies;
- Headteacher's Awards;
- end of term rewards trips and events;
- invitations to evenings of excellence;
- The annual Presentation Evening.

Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school. Sanctions may also be applied when social media misuse outside school time such as cyberbullying impacts a student within school.

Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

Please refer to our Safeguarding Children Policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

As with all written procedures, this is not designed to cover every single eventuality and there is the need for staff to use some judgement in certain circumstances.

There may be exceptional circumstances where adjustments to these rules are made for individuals, taking into account disabilities, medical needs or students at risk. Any exceptions to these rules will only be made by the Headteacher or Deputy Headteacher and in such circumstances; these exceptions will be communicated to all staff.

The guidelines aim to:

- provide the basis for the development of a positive, whole-school, ethos towards behaviour;
- outline an environment, which encourages and reinforces good behaviour;
- promote self-discipline and positive relationships;
- define the expectations that we have of each member of the school community;
- provide guidance upon the implementation of a consistent approach to both positive and negative behaviour management;
- provide guidance and support for staff when dealing with inappropriate behaviour;
- promote early intervention;
- ensure that the school's expectations and strategies are widely known and understood;

- encourage a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures;
- promote a culture of praise and encouragement in which all students can achieve.

It is important that all staff in school follow these guidelines so that consistency is maintained and training throughout the year ensures that consistencies are understood by all staff. Staff all have a copy of the 'Consistency Booklet' which details practice and procedure in relation to behaviour systems and school rules. (Appendix G). As part of our whole school approach, positive behaviour is consistently reinforced and the staff model appropriate behaviour in their interactions with each other and with the students.

In certain circumstances, where students do not follow the rules, sanctions are needed to respond to unacceptable behaviour. In these cases staff shall spend time explaining to individual students why a sanction is being applied and what changes in behaviour are required to avoid future sanctions. In such a way, students can move forward positively in the spirit of reconciliation. All staff have the right to impose sanctions other than suspension. Decisions over suspension will only be made by the Headteacher and Deputy Headteacher.

Uniform

All students are expected to wear full school uniform. The school uniform criteria are clearly explained on our website and in information given to parents. This is also taught to all students within the behaviour curriculum lessons.

Where there is doubt about a particular item of uniform, a member of staff should seek advice from a PSM, HOY or senior member of staff. This can sometimes occur in the case of shoes, haircuts, trousers or skirts. The final judgement in these cases will be made by the Deputy Headteacher and communicated to staff.

Where students are not wearing correct school uniform, students should first be asked to correct their uniform. If this is not possible they should be referred to their HOY/PSM who may isolate them and contact parents in order to try to rectify the issue. In certain circumstances where it is not possible to rectify a uniform issue, a one day uniform pass may be issued. There are occasionally circumstances where a student will be allowed to wear an item of non-uniform for a short period of time (never more than 5 days). Where this is the case the student will have a dated note signed by the PSM, Head of Year or a senior member of staff. In all cases where uniform cannot be immediately corrected, parents will be contacted.

Jewellery

Jewellery should not be visible. This includes rings, bracelets, and necklaces. Where jewellery is seen by staff it should be confiscated and locked away somewhere safe or passed onto the Pastoral Support Manager or Head of Year who will lock it away in their office. This also includes smart watches.

The only exception to this rule is that students may wear one small stud in each ear lobe. This may be a gold, silver, white or glass stud and should not exceed 5mm. If students are wearing piercings that do not conform to these rules, the items should be confiscated and locked away or passed to the PSM or Head of Year.

In the rare occasion where a student claims that they are unable to remove a piercing, this should be reported to the PSM / HOY who will follow the issue up with parents. In these cases, students will either be kept in isolation or will remain at home until the item can be removed.

When confiscating items or jewellery, the following should be calmly explained to students:

- The student may pick up the item at the end of the school day from either the member of staff or their PSM/HOY.
- While the item is confiscated it will be looked after and locked away.
- As a record, the incident will be recorded on Epraise.

The purpose of these guidelines is to help ensure that confrontation is avoided and students are clear about the rules and how to claim back their items within a reasonable time span.

The wearing of coats in school

Due to the nature of our building and the fact that some social areas are connected directly to external areas of school, students are allowed to wear coats/scarves in corridors when moving around the school in between lessons or at break and lunchtimes. They should not, however, be wearing hoods or hats anywhere inside the building including the Atrium.

All students are required to remove coats/scarves before entering classrooms, the main hall and other learning spaces. This means that it is important that staff meet and greet their students at the classroom door to ensure that these rules are followed. Students should never be sitting in classrooms or other learning spaces with coats/scarves on. Where this is seen, students will be asked to remove the items by the member of staff who sees this.

Students are permitted to put coats on as they pack away at the end of the lesson, ready to leave the class when the teacher gives them permission.

Mobile Phones

The school understands that parents may wish their children to have a mobile phone with them on the way to and from school so that they can make contact directly with their child outside school hours. However, if students choose to bring these items into school the school takes no responsibility for loss or damage.

Mobile phones should not be used by students at any time during school hours or on school grounds. This includes using them for listening to music, as a camera or any other function.

This also includes contacting parents. If a student wishes to contact parents during school hours they should go to student services and they will allow a phone call to be made and record the request.

If a student is caught with a phone, it may be confiscated by the member of staff. If a mobile phone is confiscated, the following should be calmly explained to students.

- The student may pick up the item at the end of the same day from either the member of staff or their PSM/HOY. It may be given to our Matron who will lock it away until the end of the day.
- While the item is confiscated it will be looked after and locked away.
- As a record, the incident will be recorded on Epraise.

A member of staff should only keep the mobile phone during the day if they can guarantee its safety. If this is not possible, it should be passed to the PSM/HOY or finance at the earliest opportunity. When a phone is given to the School Office it may be necessary for the member of staff to take the student to the School Office to pick up the phone. A phone should only ever be given back to the student it was confiscated from.

Music players & Headphones

Personal MP3 players (or similar devices) and headphones/airpods should not be used in school. If students are seen with headphones, the item should be confiscated and returned at the end of the same day. The same rules apply to these items as for mobile phones. This should be logged on Epraise as a demerit.

Make-up

Visible make-up is not allowed to be worn by students. Any student wearing obvious make-up should be sent/taken to the medical room at the soonest convenient time to have it removed. This should be logged on Epraise as a demerit. This includes coloured nail varnish, false nails or long false eyelashes.

There are some students who wear subtle foundation to cover blemishes or spots. Staff should use their judgement in these cases and where they are in doubt; seek advice from the relevant PSM/HOY.

Eating at lunchtime and break time

Students should only eat food in designated eating areas. These include the Dining Hall, atrium, community room, and the outdoor social spaces.

Students should not be walking around corridors with food. Where students do this they should be asked to move into one of the designated eating areas.

Students are not permitted to eat in classrooms.

In all eating areas, students should put litter in bins.

Non Compliance

It is important that when staff deal with any of these issues they speak calmly and politely to students, while at the same time explaining the rules clearly. In this way, confrontation is avoided in the vast majority of cases.

In the event of non-compliance it should be explained to a student that there will be consequences to actions. Non-compliance should be logged on Epraise and reported as soon as possible to the relevant subject leader or PSM/HOY who will follow it up. In these cases, contact will be made with home about the refusal to follow instructions as well as the particular issue. Further sanctions may be necessary and where this is the case, it will be communicated with the member of staff involved.

Repeat offenders

Where it is noticed by a member of staff that a student is repeatedly failing to follow the above rules, they should continue to follow the procedures above but should also contact the PSM or HOY to highlight the particular issue. This will then be followed up by the PSM.

Every week Heads of Year and PSMs analyse behaviour reports from Epraise. Particular issues will be followed up at this stage if they have not been picked up before.

Classroom management

Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued. Relationships between teachers and students, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way the students behave. Overall, the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the students to work in cooperation with others. Praise should be used to encourage good behaviour as well as good work. Teachers are expected to give at least two Step Points in each lesson to encourage achievement and effort.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- create and maintain a stimulating environment that encourages students to be engaged;
- display the student code of conduct and the behaviour ladder;
- develop a positive relationship with students, which includes:
 - greeting students in the morning/at the start of lesson;
 - establishing clear routines;
 - communicating expectations of behaviour in ways other than verbally;
 - highlighting and promoting good behaviour;
 - concluding the day positively and starting the next day afresh;
 - checking in and out with students on a regular basis;
 - having a plan for dealing with low-level disruption and following procedures detailed in the behaviour ladder;
 - using positive reinforcement;
 - rewarding students with Step points.

Physical restraint

The **Education Act 1996** forbids corporal punishment (abolished in 1986) but allows all teachers to use reasonable force to prevent a student from:

- committing a criminal offence;
- injuring themselves or others;
- damaging property;
- acting in a way that is counter to maintaining good order and discipline at the school.

Using 'Reasonable Force'

The Education & Inspections Act 2006 strengthens the legal power for teachers and other school staff to use 'reasonable force' to prevent students from committing a crime or causing injury, damage, or disruption. **There is no legal definition of reasonable force.** In exceptional circumstances, where there is an immediate risk of injury, a member of the school staff may take the necessary action to prevent a student from, for example, hitting someone or throwing an object. Students should not be prevented from leaving a room or area by physical force or restraint unless it is judged that by not doing so, would be a safeguarding risk to others. Where it is judged to be a safeguarding risk, students may be prevented from entering a room they should not be in by holding a door closed but staff should not put their own safety at risk. In all these cases, staff should seek support from other staff as soon as possible.

Incidents of physical restraint must:

- always be used as a last resort;
- be applied using the minimum amount of force and for the minimum amount of time possible;
- be used in a way that maintains the safety and dignity of all concerned;
- never be used as a form of punishment or reprimand;
- be recorded and reported to parents ;

Confiscation

Any prohibited items found in students' possession will be confiscated. Depending on the item, these will either be returned to the students at the end of school or kept for their parents to collect. In certain cases these items will not be returned and may be passed onto the police or destroyed.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

- We will monitor the distribution of rewards and sanctions by age, ethnicity, gender, special educational needs (SEND) and disability.
- We will monitor and assess the impact of this behaviour policy on students, staff and parents/carers of different racial groups.
- We will avoid discriminating against particular racial groups in the application of this policy.
- We will ensure staff members are well informed about cultural differences in behaviour and their implications.
- We will support newly-arrived students in understanding and following the behaviour policy.
- We will make reasonable adjustments in the application of the behaviour policy to disabled students.
- We will make special educational provision for students whose behaviour-related learning difficulties call for it to be made, to assist them in following the behaviour policy.
- We will be alert to the potentially disproportionate impact of the school's disciplinary framework on vulnerable students.

- We will identify at-risk students in advance and take action when necessary to support them.
- We will plan proactively how the school's disciplinary framework should be applied for each of these students.
- We will ensure that all those in contact with these students know what has been agreed.
- We will make sure that every vulnerable student has a key person in school who knows them well, has good links with home, and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework.
- We will ensure that all staff are aware of appropriate referral procedures for support.

Additional support for students

Additional support is available, through the school's SEND and support systems, for students who have social, emotional and behavioural needs (see SEND Policy). We recognise that some students may need more support than others to develop their skills, and staff are encouraged to act on concerns about a student's learning, conduct or emotional state as early as possible. Individual students are discussed at fortnightly Core Inclusion Group meetings attended by all members of the Pastoral Team including the SENCO, Inclusion Manager, Safeguarding Team members of the ELSA staff and the Deputy Headteacher. At this meeting strategies are discussed and actions agreed to help and support students.

If necessary, students will be offered additional support through the use of mentors, attached adults, the ELSA team or referral to the Re-engagement Team who will work with individuals to help them to re-engage in their learning and to find strategies to help them behave appropriately. Students identified on the school SEND register will have an individual Inclusion Passport, which is written by the SENCO and student support team, with input from the student and parents. This supports the achievement of short realistic targets. Parents are always consulted and kept informed at every stage of the process.

For students with more significant difficulties, the school will also work in partnership with outside agencies such as the Educational Psychology Service and other external agencies as appropriate.

The school may also consider the involvement of Social Care and Health Services.

The school will use discretion where appropriate to make reasonable adjustments to the rewards, sanctions and teaching strategies within this policy in order to ensure a child is not disadvantaged. This would apply to students with learning difficulties and disabilities and other students as their personal circumstances warranted it. All staff would be made aware of the reasonable adjustments they would need to make.

This may mean that there is the appearance of the policy not being adhered to at times, as rewards and sanctions are applied "differently", but students, staff and parents should be reassured that adjustments are only made when absolutely necessary in order to meet a student's individual need and with a view to improving behaviour in the longer term.

SUPPORT FOR PARENTS/CARERS IN DEVELOPING THEIR CHILD'S SOCIAL, EMOTIONAL AND BEHAVIOURAL SKILLS

The school works in partnership with parents in all aspects of their child's learning. Tutors, PSMs, Heads of Year and support staff can offer support to parents and parents are continually involved when their child is on the SEND register.

The school gives high priority to clear internal communication and to a positive partnership with parents/carers since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a student is giving cause for concern it is important that all those working with that student in school are aware of those concerns, and of the steps that are being taken in response. The key person in this process is the PSM/Head of Year who has the initial responsibility for the student's welfare and behavioural development.

9. The Behaviour Curriculum

All students are taught lessons within our behaviour curriculum which details school expectations in relation to behaviour and conduct in lessons, around school, during trips and visits and on the way to and from school. The behaviour curriculum lessons are designed around our school values and teach students not only

what the rules and expectations are but also why we have them. There is an accompanying scheme of work and videos to help staff to deliver these lessons.

The lessons include:

- Values
- Uniform
- Movement around school
- Explicit rules
- Equipment
- Communication
- Manners
- Social times
- Actively being kind

Where students are seen to be struggling with expectations during the year, lessons will be revisited with individuals or groups and targeted intervention will take place to help these students to understand the rules and expectations in order to support them make the necessary improvements.

During the year, STEP/Demerit theme weeks take place throughout the year which highlight specific area of focus each week. There is a Tutor group competition which accompanies these theme weeks and winners are announced each week in year group assemblies.

10. Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

In common with all other policies, the Behaviour Policy will be reviewed by the Governing Body. The outcome of the review and changes to the policy, resolutions and solutions will be communicated to all those involved and incorporated into an amended Behaviour Policy.

The procedures will be monitored by the Headteacher to ensure they are consistently and fairly applied, and to promote the idea of personal responsibility and that every member of the school has a responsibility towards maintaining high standards of behaviour.

- Behaviour and the use of suspension are monitored termly according to age, ethnicity and learning difficulties and disabilities.
- Student voice feedback will be used as part of the monitoring and evaluation process.
- Student attendance and retention data will form a fixed component of any evaluation.
- Quantity of concerns submitted relating to student behaviour will be reviewed regularly.
- Monitoring of incidents leading to disciplinary measures will also be reviewed regularly.
- Self-assessment and external review will be conducted throughout the academic year.
- Staff responses to training and employing appropriate strategies are compiled consistently.
- Lesson observations will be used to evaluate the effectiveness of behaviour for learning.

12. Links with other policies

This policy should be read in conjunction with the school's policies on Equality, Bullying, Attendance and Teaching & Learning.

Policies and procedures related to the Behaviour Management policy:

- Safeguarding Children Policy

- Drugs & Substance Misuse Policy
- Between Lesson and Break Time Procedures
- Attendance Policy
- Anti-Bullying Policy & Procedures
- E-Safety Procedures
- Registration Procedures
- Rewards Procedures

Appendix A:

Written statement of Behaviour Principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- Suspensions will only be used as a last resort, and outlines the processes involved in the DfE permanent exclusions and suspensions document
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life.

The Governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Students will be expected to:

- be courteous at all times;
- follow the school rules;
- wear full school uniform;
- complete work and give it in on time;
- not leave the premises without permission.

LEARNING:

Students will:

- help each other learn;
- recognise their own achievements and the achievements of others;
- always do their best;
- Be on time for lessons;
- Do their work to the best of their ability;
- Bring the correct equipment to school;

BEHAVIOUR:

Students will:

- be co-operative with everyone in school;
- never bully;
- care for the school environment;
- try to resolve problems positively.
- Respect the learning environment and resources of the school;
- not bring into school prohibited items

LANGUAGE:

Students will:

- be polite and respectful to others;
- will not use offensive language including swearing, derogatory terms or anything else that goes against the ethos of the school;
- talk about the school positively to the outside world.

Appendix B

THE CLIMB



Appendix C
LEALANDS VALUES

At Lealands, we value..

▲ Excellence

- ✓ Take advantage of all opportunities to learn and progress
- ✓ Complete all work to the highest ability
- ✓ CLIMB to success in all lessons

▲ Responsibility

- ✓ Arrive to school and all lessons on time
- ✓ Attend school as much as possible
- ✓ Dress in correct school uniform
- ✓ Carry all correct equipment

▲ Respect


- ✓ Follow all instructions without question or answering back
- ✓ Do not disrupt the learning of others
- ✓ Speak kindly to all members of the school community



#worththeclimb

Appendix D

Behaviour Ladder

Lealands High School Classroom Behaviour Ladder (2025 - 26)		 Lealands High School
<ul style="list-style-type: none"> • Positive behaviour for learning is rewarded and celebrated • Disruptive behaviour is challenged and followed up with clear consequences 		
Stage	Behaviour	Consequences
CHANCE	Disruption to learning in the classroom	<p>CHANCE FORMAL WARNING GIVEN</p> <p>Teacher will record student name for:</p> <ul style="list-style-type: none"> • Not listening in class • Refusing to sit in the correct seat • Moving seat without permission • Low level disruption • Failing to follow basic classroom expectations, standards or rules • Putting head on desk. <p>Teachers must make it clear to students that they have received their first formal warning.</p>
CHOICE	<p>The student continues to disrupt learning as above, with no improvement of behaviour after the warning is given.</p> <p>*If the issue compromises student safety, they will not be returned to class and the issue will be escalated, parents will be contacted and the issue will be dealt with in a different way.</p>	<p>CHOICE 5 MINUTES OUT OF CLASS</p> <p>Teacher will ask the student to stand outside the room for a maximum of 5 minutes and will speak to the student about their behaviour and the clear expectations.</p> <ul style="list-style-type: none"> • The teacher will have a brief restorative conversation with the student to address any issues/concerns. Classroom expectations clearly outlined before they enter the classroom again.* • The student's name should be recorded by the teacher • A demerit will be issued by the teacher <p>If the student displays a positive attitude then they are readmitted with no further action.</p>
CONSEQUENCE	<p>The student continues to significantly disrupt the learning of others or a one off significant incident occurs.</p> <p>*If the issue compromises student safety, they will not be returned to class and the issue will be escalated, parents will be contacted and the issue will be dealt with in a different way.</p>	<p>CONSEQUENCE SUPPORT DUTY CONTACTED BY EMAIL</p> <ul style="list-style-type: none"> • The student will be removed from the lesson and will remain away from the lesson for the remainder of the lesson in the appropriate reflection room. • Work will need to be provided by the teacher for the student to complete in the reflection room. • The classroom teacher sets a 30 minute detention for the end of the day. The teacher will visit the detention for a Restorative learning conversation. • A demerit will be issued by the teacher • There may also be the need for the Director of Subject to be involved in a Restorative Justice (RJ) conversation at this point.
	A student becomes defiant or persistently refuses to follow instructions of support staff despite the procedures above.	<ul style="list-style-type: none"> • If a student demonstrates persistent defiance despite being given opportunities to comply by different members of staff, a decision will be made regarding further actions. This will include contacting parents and may include internal or external exclusion.

Student Classroom Code Of Conduct



Arrive on time for the lesson.



Ensure that you are fully equipped for every lesson.



Follow the instructions given by the teacher first time of asking.



Treat others in the classroom with respect, giving them the courtesy and consideration that you would want to receive from others.



Respect the rights of other students to learn and achieve their best.



Try your best to achieve during the lesson, completing work to the best of your ability.



Be proud of your successes in class and supportive of the successes of others.

(Written by students, for students)

Excellence Responsibility Respect

Appendix F

Summary of behaviour procedures

All members of the school community are expected to adhere to the School Expectations of:

Contribute (positively to school life)

Listen (when others are speaking)

Ignore (distractions and negative behaviour)

Maximise (efforts at all times)

Build (on successes and learn from failure)

This is supported by our core values of Excellence, Responsibility and Respect.

- The school expects that staff will **focus on positive behaviour**, rewards and encouragement to promote high standards of behaviour. Systems will be applied fairly and consistently with an emphasis on **restorative practice**.
- Students are required to respect all members of the school community and environment, following the expectations and rules throughout.
- Classroom behaviour, and behaviour within individual departments, is managed by classroom teachers and Directors of Subject through the **Behaviour Ladder** (Appendix D).
- Multiple behaviour concerns across subject areas are monitored by Heads of Year/Pastoral Support Managers.
- Serious breaches of the Behaviour Policy are referred to the Senior Leadership Team and in particular the Progress, Well-being and Behaviour Group which include the Deputy Headteacher, the SENCO and the Safeguarding Team.

“Red Line” Behaviour:

Particular behaviours will not be tolerated and may result in a suspension by the Headteacher.

These are:

- **Swearing or verbal abuse towards a member of staff**
- **Physical assault on another student or staff.**

Permanent Exclusions:

Permanent Exclusion is used as a last resort when all other options have been exhausted, or there has been a serious breach of the Behaviour Policy, a result of which the Headteacher believes it is in the best interests of all concerned to no longer have that student attending the school.

Consistencies Booklet
Staff Guidance 2025-2026



Lealands
High School
A Specialist Sports College

Consistencies at Lealands High School

This document is designed to give staff guidance to ensure we become more consistent in dealing with issues in school.

Uniform and equipment	
(1) Morning entry to school	<p>Each morning PSMs and gate duty staff greet students at the gate and check uniform. Duty staff will confiscate jewellery at this point if it does not comply with school policy and where possible other uniform issues will be corrected at the gate.</p> <p>It is essential that uniform is also checked in line-ups by teachers/tutors. The person leading the line-up will direct staff to check uniform. Students without the correct uniform will be asked to see HOY/PSM at the back of the line up in order for it to be corrected before going to class.</p> <p>A 1 day pass may be issued at this point in certain circumstances. Parents to always be contacted by the PSM/HOY and demerit given if appropriate.</p> <p>Ties Students are to borrow a tie on the day from PSM / Head of Year with a deposit to ensure ties are returned at the end of the day.</p> <p>Damaged Ties PSM to contact parents/carers to inform them that the tie needs to be replaced. They will no longer be available to buy using Epraise Points</p> <p>Shoes Students are to borrow shoes from Matron if their size is available. If not, they may be issued a one day pass. Parents must be contacted in these cases to ensure that they are aware and know to get the issue resolved.</p> <p>Socks Socks must be plain white, black or grey to comply with this school uniform policy.</p> <p>Blazer Students are to borrow on the day from Miss Hodsdon with a deposit to be returned at the end of the day.</p> <p>Shirt/trousers/skirts If a student comes to school with leggings, jeans or a short skirt, parents should be contacted and arrangements made for the issue to be rectified. Until the issue is rectified, the student should be placed in reflection. The PSM should contact home (phone call) for this to be resolved. If students are persistently spoken to about short skirts, a letter will be sent to parents by the Head of Year with the suggestion that the student wear trousers in future or buy a standardised school skirt from Prestige.</p>

	<p>(f) Jewellery (extra piercings, bracelets) Jewellery not complying with school policy should be confiscated and placed in an envelope to be collected at the end of the day. (These may be placed with Matron). The permitted jewellery is one small stud earring in the lobe of each ear and a non smart watch.</p> <p>(g) False eyelashes /nails/acrylics False eyelashes and false nails/acrylics do not comply with school policy. Students who come into school with these should be asked to remove them. Matron can be asked to support with the removing of false nails.</p> <p>(h) Hoodies Hoodies should be confiscated when seen and kept safely until the end of the day.</p> <p>(i) Smart Watches Smart Watches should be confiscated when seen and kept safely until the end of the day.</p> <p>All Uniform Infringements Any 1 day passes issued = 1 demerit (unless legitimate parental note is received)</p>
<p>(2) During the Day including at classroom thresholds</p>	<p>All staff need to address all uniform infringements seen and issue a demerit to students without a note with uniform issues.</p> <p>Jewellery (extra piercings, bracelets) If at all possible, these should be confiscated immediately and placed in an envelope to be collected at the end of the day. (these may be placed with matron). Jewellery should be confiscated at threshold. A demerit must be issued by confiscating staff with appropriate intervention ticked on Epraise (use confiscated item intervention).</p> <p>Hoodies These should be confiscated immediately to be collected at the end of the day. Demerit issued by confiscating staff with appropriate intervention ticked on Epraise (use confiscated item intervention).</p> <p>All Uniform Infringements Any 1 day pass issued = 1 demerit (unless legitimate parental note is received).</p>
<p>(3) Mobile Phones and Smart Watches</p>	<p>It is a school rule that mobile phones and Smart Watches should not be used or seen at any time in school. This includes after they have left lessons after p5 they should only use them once they have left the school building via the student exits. This must be made clear to students and students will need to be demerited if confiscation isn't possible at this point.</p> <p>If students are seen using or looking at a mobile phone it should be confiscated and students will be required to collect it from staff at the end of the day.</p> <p>If a student is seen with a smart watch, this should be confiscated. Confiscating staff should demerit the student and add appropriate</p>

	<p>intervention on Epraise (use confiscated item intervention).</p> <p>It is important that staff lock the phone away or give it to the matron for safekeeping.</p> <p>Tutors/PSMs/HOY will monitor repeated demerits for ‘electronic device on display’ and where appropriate will implement the intervention where individual students will be required to hand them to matron at the beginning of each day. If this intervention is implemented, parents will be informed by letter.</p>
<p>(4) Equipment</p>	<p>In order to ensure students are prepared for learning, it is important that we insist on high standards in relation to equipment.</p> <p>All students are required to have the following every day.</p> <p>1 black/blue pen 1 green pen 1 pencil 1 ruler 1 calculator (casio specific brand to be recommended) 1 charged chrome book with a minimum of 80% charge at the beginning of the day.</p> <p>KS3 Tutors should do a quick equipment check each morning. This should also happen in P1 for KS4 by their teaching staff. (please refer to Behaviour curriculum lesson)</p> <p>Steps should be given to students who are consistently prepared for learning. Demerits should be given for students without the required equipment.</p> <p>Shop Students can purchase equipment through scopay or EPraise Steps Leadership students will run a shop each morning at 8.00am</p>
<p>Line-ups</p>	
<p>(5) Students lining up</p>	<p>A whistle will be blown when students need to move to their lines with their classes.</p> <p>Staff should use non-invasive verbal and non-verbal communication to encourage students to line up.</p> <p>Students should be checked for the correct uniform as they line up. Uniform infringements that can be dealt with should be sorted by the teacher (see above).</p> <p>On the second whistle, students must be in line and must have stopped talking. Teachers should model this by remaining quiet themselves by using non verbal communication.</p> <p>Classes should then be escorted to the lesson in a calm, quiet and orderly manner in single file. The staff member should continuously monitor the line.</p> <p>What makes a good line up?</p> <ul style="list-style-type: none"> ● The whistle is blown 3 times - this is the signal to students to move

	<p>towards the line.</p> <ul style="list-style-type: none"> • The teacher will be at the start of the line. • As more students arrive, the teacher will move down the line. • The teacher will check uniform and welcome students as they arrive at the line. • After 1 minute the whistle is blown 3 more times - At this point, the line must be silent. The line up leader will address the whole year group any messages. • When the teacher is satisfied that the line is checked and ready, they will move off in a formal way to the lesson. • Students will stay in the line as it moves to class. If a student arrives to the classroom separate to the line, they will be marked as late to lesson. <p>Students not in line-up should be marked as late even if they arrive to the classroom on time.</p>
(6) Students not lining up as expected	<p>Students should be reminded of expectations using verbal and non verbal communication.</p> <ul style="list-style-type: none"> • The student receives a quiet reminder from their teacher. • The student is brought to the front of the line up and receives a demerit if a quiet reminder has not worked. • If their behaviour disrupts the line up for others they must have a learning conversation with the teacher at a convenient time for the teacher e.g. break/ lunch/ after school and a demerit with the appropriate intervention ticked on Epraise. <p>Students should not be reaching stage 2 or 3 in the line up. They do need the opportunity to enter the classroom and where behaviour is not up to expectations, work through the behaviour ladder. If a student does not reach line up expectations they can be formally issued a warning at stage 1 but this needs to be clearly communicated to the student.</p>
(7) Classroom threshold	<p>When students come straight to class, the teacher should welcome them at the door with positive communication. Where possible, students should line up at the door and enter one at a time in an orderly and managed way to complete a 'Do Now' activity.</p> <p>Students should be welcomed and checked for the correct uniform as they enter. Uniform infringements that can be dealt with should be sorted by the teacher. This will include a demerit and intervention on Epraise.</p>
Classroom Routines	
(8) Seating Plans	All classes must have an up to date seating plan set up on Epraise.
(9) Threshold	Positively greet students. Check that students are in the correct uniform.
(10) STEPs	It is important that we take every opportunity to recognise and acknowledge positive behaviour from students.

	<p>Teachers should give at least 2 STEPS per lesson to students who are living up to and exceeding expectations. Ideally these should be acknowledged in class as well as inputted on Epraise.</p> <p>Just to ensure some consistency, no more than 4 STEPS should be awarded to a student within a lesson. Each step should be for a separate reason.</p>
(11) Coats and Blazers	<p>Coats, scarves and hats should not be worn whilst sitting in the classroom and must be removed before entering. Coats can be put on just before students leave the room at the end of the lesson.</p> <p>Students may remove blazers in classrooms but they must be worn whenever the student leaves the room either during or at the end of the lesson.</p> <p>Students must have blazers on when leaving the room for any reason and this should be checked at the end of the lesson.</p>
(12) Classroom Registers	<p>Class registers need to be taken no more than 5 minutes after the start of the lesson. Staff need to ensure that they are accurate.</p> <p>The register does not need to be called but can be done in silence if appropriate.</p> <p>If the register is called, students must answer with:</p> <p>“Good Morning” “Good afternoon”</p> <p>Students should be reminded regularly of this requirement.</p>
(13) Use of 321	<p>Staff should use visual and verbal 3-2-1 to get student attention in class or line-ups.</p> <p>In class:</p> <p>3 - finish your sentence or task (teachers wait and scan) 2 - Put your equipment on your desk / turn your chromebook round 1 - Silent and looking at the teacher.</p>
(14) Dismissal from seated	<p>All classes must be dismissed from seated. Following the teacher’s instructions to pack away, students should sit and wait to be dismissed table by table or row by row. Dismissal should be calm and orderly.</p> <p>Students should be reminded to tuck chairs in before leaving.</p> <p>Blazers must be worn.</p>
(15) Do Now Activities	<p>All lessons must start with a ‘Do Now’ activity that students can start when they come in and sit down.</p>
(16) Presentation	<p>Students must write the date and the lesson title at the start of the lesson.</p>
Use of Toilets during lesson time	

<p>(17) Students asking to go to the toilet</p>	<p>Students should not be allowed to go to the toilet during lesson time unless it is judged by the teacher to be absolutely necessary where they must be given a lanyard.</p> <p>Wherever possible they should be asked to wait until the end of the lesson and certainly shouldn't be allowed to go within 15 minutes of a break.</p> <p>If judged absolutely necessary, students being allowed to go to the toilet must be issued with a lanyard. This includes those with a toilet pass.</p> <p>There will only be one lanyard per class so only one student should be allowed out at any one time.</p>
<p>(18) Students asking to go to see matron</p>	<p>Students must not be allowed out of class to see matron unless it is judged to be absolutely necessary.</p> <p>If students complain of being unwell, staff should email matron with details and await response unless perceived to be urgent. If so, students should be escorted by a staff member, support duty or a trusted student with a lanyard.</p>
<p>Lateness to class</p>	
<p>(19) A student is late to class 3 - 10 minutes</p>	<p>If a student is late to class they should always be marked with a L and given a 'lateness to class' demerit unless they have a signed note from a teacher or there are reasons known to the teacher.</p> <p>Any student without a note should be marked as late and given a demerit and a brief learning conversation must take place. This could happen immediately or at a time convenient to the teacher.</p> <p>Formal learning conversations should take place for repeated lateness. These should take place at break, lunch or after school and students should be making up time missed.</p>
<p>(20) Lateness MORE THAN 10 MINUTES</p>	<p>If a student is more than 10 minutes late they should be marked at L on the register but should be given a demerit for 'Truancy Minutes' with the intervention of a formal learning conversation either after the lesson, at a break or lunchtime or at the end of the day.</p>
<p>(21) Non attendance to lesson</p>	<p>If it is discovered that a student has deliberately missed or truanted the whole lesson, a demerit for 'Truancy Lesson' should be given with the intervention of a 30 minute detention.</p> <p>Students truanting whole lessons will also receive an hour detention after school on Friday run by SLT.</p>
<p>(22) External Truancy (outside school)</p>	<p>External truancy will be followed up by the PSM / Head of Year with the support of the SLT Link.</p> <p>This will result in a parental discussion, a letter home and the student making up some time missed in detentions or break/lunchtimes.</p>

Expectations in the Reflection Room

<p>(25) Rules in Reflection Room</p>	<p>Staff in reflection should actively monitor and engage with students whilst in reflection. They should support them in completing work either from the lesson they are missing or other set work on Epraise or the Google Classroom. Work can also include subject specific work on Seneca, Sparks Maths or other relevant platforms.</p> <p>Staff can be asked to set specific work for students whilst in reflection via the Google Classroom or Epraise.</p> <p>Staff should ensure that they can see screens to monitor work. This is best if the member of staff sits at the back of the room.</p> <p>There are headphones for students to use in reflection.</p> <p>Students must sit in silence completing the set work. Students must put their hands up to ask questions or communicate issues. They must continue to follow the behaviour for learning expectations.</p> <p>It is essential that the Reflection Register is completed by each member of staff on duty including:</p> <ul style="list-style-type: none"> ● The register for each lesson for attendance in the room ● A grade given for each student at the end of the lesson based on the behaviour of the student and the work completed.
<p>(26) Disruptive behaviour in the Reflection Room</p>	<p>In the rare occasion where a student is disrupting the room and the member of staff on duty is not able to settle students, Support Duty should be contacted to take a student to the member of SLT on call. The method for asking for SLT support is to contact Amanda Bonnard or Sue Hodsden who will then contact the SLT member of staff on duty.</p> <p>Depending on the nature of the incident the member of SLT may:</p> <ul style="list-style-type: none"> ● Phone Home ● Arrange a formal letter to be sent home ● Record the incident on Epraise ● Inform PSM/HOY/SLT Link by Email ● Return to reflection once regulated or kept until the end of the lesson ● Issue a detention for the same day.
<p>(27) Reflection rooms at Tutor times.</p>	<p>Reflection rooms are not open at Tutor Time either KS3 or KS4. Wherever possible, students should attend Tutor Time / assembly. Where there is a specific reason where they cannot attend Tutor Time for a safeguarding reason or a reason related to a particular student or adult, other arrangements should be made by the Head of Year /PSM.</p>
<p>(28) Reflection rooms at break and lunchtimes</p>	<p>BREAK TIMES</p> <p>There will always be one KS3 reflection room covered by PSMs at breaktime. At break times, the two KS3 rooms will be amalgamated. Staff in the Year 9 room should escort students who need to remain in the reflection room at break time to PA2 at 9.55am.</p> <p>For KS4 at breaktime, students should be escorted to a KS3 room at</p>

	<p>10.55am. Details of which room they need to be escorted to will be made clear on the Duty Rota when published.</p> <p>LUNCHTIMES At lunchtime KS3 students who need to remain in reflection over lunchtime should be escorted firstly to the Dining Hall to collect lunch and then to the KS4 room. This movement should start at 12.18pm.</p> <p>At KS4 lunchtime students should be taken to get lunch at 1.25pm and then escorted to one of the KS3 rooms. Details of which room will be made clear on the Duty Rota when published.</p>
<p>Detentions</p>	
<p>(29) Issuing detentions</p>	<p>Formal detentions should <u>not</u> be seen as the automatic sanction for all misdemeanours.</p> <p>Formal centralised detentions may be given for the following reason This includes:</p> <ul style="list-style-type: none"> ● Reaching Stage 3 of the Behaviour Ladder. ● Truancy ● Lateness to school. ● Failure to attend other planned sanctions. <p>Please see separate documents for alternative consequences. All other detentions should be set and followed up by the individual teacher outside of the centralised system.</p>
<p>(30) Expectations in detention</p>	<p>There are clear expectations for behaviour in detention which all staff on duty need to support.</p> <ul style="list-style-type: none"> ● Students must sit in allocated seat (staff allocate as they enter) ● Students must sit in silence and complete work, extended learning or specific detention work. This should be accessed via Google Classroom, Epraise or an appropriate online platform like Seneca or Sparks Maths. ● Formal dismissal from seated at the end.
<p>(31) Students attendance at detentions</p>	<p>During P5, all staff receive an email with the list of detentions for the day. For KS3 students the member of staff on support duty P5 will visit classrooms and remind named students that they have a detention at the end of the day. Following this reminder, students will be expected to attend.</p> <p>For KS4 students the tutor will keep them at the end of tutor time and escort them down to detention. This may be done by a co-tutor or a member of the year team as agreed by the HOY.</p> <p>During the detention, the member of staff on detention duty will register attendance at the detention using the Google detention register.</p> <p>PSMs/HOY will check the attendance at detentions on the register.</p> <p>If a student purposely fails to attend a detention, students will be isolated for break and lunchtime the next day and the original</p>

	detention will be reset.
Learning Conversations and Restorative meetings	
(32) The process of learning conversations and restorative meetings	<p>If you issue a detention it is essential that you visit the detention for a restorative conversation with the student. This RJ will be registered on the Google detention register.</p> <p>Restorative Conversations Learning Conversations involve a process where both parties have an opportunity to speak about the situation and be able to move forward with some clear outcomes. They should be curious, NOT critical. They are not simply an opportunity for a teacher to tell a student off. As well as speaking to the student about what they have done to receive a sanction, students should be given the opportunity to talk to the member of staff about what may help them avoid issues in the future</p> <ol style="list-style-type: none"> (1) Member of staff outlines the reason for learning conversation. (I had to put you in detention because you reached stage 3 of the behaviour ladder. This was due to...) (2) Member of staff details the incidents which led to this and the impact that it had on learning for the student and others in the classroom and how it made them feel. This should be linked to our core values. (3) Give the student the opportunity to talk about how they feel about the incident and what led to them behaving in this way. It is important that the student has their opportunity to speak and give their views. (4) Give the student the opportunity to talk about what might help them avoid the situation next time. (what can the student do? What can the teacher do?) (5) An agreement is made for the student to return to class next lesson with the agreed actions. <p>Restorative Meetings will follow the same process but will have another member of staff as a mediator to facilitate and support the conversation.</p> <p>With Restorative Meetings the student and member of staff will have a conversation with the mediator beforehand to discuss the process and desired outcomes.</p>
Tutor Time	
(33) Tutor Time - Daily Routines	<p>Uniform and equipment checked by tutor/class monitor</p> <ul style="list-style-type: none"> - Black/blue pen - Green pen - Pencil - Ruler - Casio Calculator

	<p>- Y7/8/9/10 charged chromebook</p> <p>(a) If students do not have their equipment, the Tutor should issue a Demerit and monitor each morning. If the issue becomes regular (3 times) with an individual this must be escalated with a phone call home and strategies to help the student with bringing in equipment.</p>
(34) Weekly schedule	<p>Weekly schedules for Tutor periods vary slightly between year groups but within year groups, these schedules are the same. Example:</p> <ul style="list-style-type: none"> Monday Morning HOY Powerpoint and reminder of Value of the Month and behaviour curriculum theme of the week. Monday 'Checking in' Assembly Epraise monitoring - STEPS, demerits, attendance. Current Affairs Quiz Literacy/Numeracy Activities Friday 'Checking Out' and monitoring of weekly theme from the behaviour curriculum.
Assemblies	
(35) Routines for Assemblies	<ul style="list-style-type: none"> Coats and outside wear should be removed before entering the hall. Students must enter assembly in silence and will be monitored by Tutors. They must remain in silence throughout. The Tutor should sit or stand and supervise their class throughout the assembly. There will be music playing as students enter. This will be referred to during the assembly or in the first slide. There must be a moment of reflection at the end of every assembly led by the person delivering the assembly. Students must leave assembly in a calm and orderly manner.
(36) Ks4 Assemblies	<p>Teachers of KS4 period 5 should bring their classes down 2 minutes before the end of the lesson for assembly. If the teacher is a tutor of another KS4 class they may then leave to be there on time. Tutors of the assembly group should come down to supervise a class promptly.</p>
End of Day Routines	
(37) Walking classes out	<p>Teachers are not required to lead classes out at the end of the day. This is so that they are available for restorative conversations and detention duties. However, staff may choose to do this and should encourage all students to leave in an orderly and calm manner having been released from class one table at a time.</p>

APPENDIX TO BEHAVIOUR POLICY

Using Reasonable Force, physical restraint, searching students and physical contact

Using 'Reasonable Force'

The Education & Inspections Act 2006 strengthens the legal power for teachers and other school staff to use 'reasonable force' to prevent students from committing a crime or causing injury, damage, or disruption. Staff are expected to use their professional judgement in cases where they feel reasonable force is necessary.

There is no legal definition of reasonable force. The term 'reasonable force' covers actions that may need to be used by staff which involve a degree of physical contact with students. This may be either to control or restrain and should not involve more force than is needed. School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

In exceptional circumstances, where there is an immediate risk of injury, a member of the school staff may take the necessary action to prevent a student from, for example, hitting someone or throwing an object. Students should not be prevented from leaving a room or area by physical force or restraint unless it is judged that by not doing so, would be a safeguarding risk to others. Where it is judged to be a safeguarding risk, students may be prevented from entering a room they should not be in by holding a door closed but staff should not put their own safety at risk. In all these cases, staff should seek support from other staff as soon as possible.

The **Education Act 1996** forbids corporal punishment (abolished in 1986). The Government Guidance on '**Use of Reasonable Force 2013**' allows staff to use reasonable force to prevent students:

- from behaving in a way that disrupts a school event or a school trip or visit;
- leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- attacking a member of staff or another student or to stop a fight;
- harming themselves or others through physical outbursts;
- acting in a way that is counter to maintaining good order and discipline at the school.

Physical Restraint

Incidents of physical restraint must:

- always be used as a last resort;
- be applied using the minimum amount of force and for the minimum amount of time possible;
- be used in a way that maintains the safety and dignity of all concerned;
- never be used as a form of punishment or reprimand;
- be recorded on Cpoms and reported to the parent of the student restrained at the earliest opportunity and to any other parents of students directly affected;

Staff will never use force as a punishment.

Searching Students

School staff have the power to search students. In the vast majority of cases this will be with the consent of the student. The need to search students may arise if there is suspicion or evidence that a student has a banned item on them in school. Banned items include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- Cigarettes or vapes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

When searching students staff should:

- Ensure that the person searching the student is the same sex as the student being searched
- Ensure that there are two members of staff present, **one of whom should be a senior member of staff.**

The only exception to this is:

- where the member of staff believes that there is a risk of serious harm being caused to a person if a search isn't carried out urgently

and

- It's not reasonably practical to summon another member of staff (to carry out the search or act as a witness) within the time available.

Before searching the student, the searcher should:

- Make an assessment of how urgent the search is, and consider the risk to other pupils and staff.
- Explain to the pupil why they are being searched, how and where the search will happen, and give them the opportunity to ask questions about it.
- Always seek the pupil's cooperation.

During the search

Staff should ensure the search is conducted in an appropriate location that offers privacy from other pupils.

Searching may include: emptying pockets and bags; may require students to remove outer clothing, meaning clothes that are not worn directly next to the skin or over underwear. Outer clothing also includes:

- Hats
- Scarves
- Shoes or boots

Staff may not ask pupils to take off any further items of clothing.

Staff will be sensitive to whether a pupil is wearing outer clothing for religious reasons when they conduct a search. For example, staff shouldn't require a female pupil to remove a headscarf she's wearing for religious reasons if the witness is male.

Staff can search bags in the presence of the pupil and another member of staff.

Staff may use the school metal detector to help with the search. This can be less intrusive for the student.

After the search

Staff should ensure that all searches are recorded on Cpoms as a record.

If a student refuses consent to be searched

In this case, the authorised member of staff should first consider why this is, and act proportionally. It may be that the pupil:

- Is in possession of a prohibited or banned item
- Doesn't understand staff instructions or what a search will involve
- Has had a previous distressing experience of being searched

If, after explaining clearly to the student about the need to search, the student still refuses to cooperate:

- Contact should be made with the parent and it explained that their child needs to consent to the search. The student may be given permission to speak to their parents.
- If necessary, ask the parent to come into the school to support the search.

If this is not possible, an appropriate and proportionate sanction may be issued. This may be a suspension from school.

If staff don't think that a search is needed urgently, they should seek advice from the Headteacher or Deputy Headteacher. During this time, the pupil should be supervised somewhere away from other pupils.

In exceptional cases, where a search is refused following intervention from a parent and the student is deemed to pose an immediate safeguarding risk, the police should be contacted for support on site or at the earliest opportunity.

Use of Reasonable Force when searching student

In rare cases, reasonable force may be used by authorised staff in certain circumstances to search for items which may cause harm to others such as knives or weapons. This might be simply to prevent a student from leaving a room if it is believed that they may have a weapon on them which may be used to cause harm to others. Force will not be used to search for other items banned within the school rules.

Staff do not need parental consent to search a student but will contact parents if a search takes place, whether this be with or without student consent.

Other physical contact with students:

There are occasions when physical contact, other than reasonable force, with a student may be acceptable or necessary.

Examples of where touching a pupil might be proper or necessary:

- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To give first aid
- To support students with physical disabilities

Physical contact should only be made with the agreement of the student in these circumstances and the staff member should seek permission verbally, making it clear what the purpose of the contact is. Staff must avoid contact which is prolonged or regular. They must not make contact with parts of the body deemed to be of a sexual nature (eg. breasts, genitals area, upper thighs and face)